



CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



Re-Engineering Teaching Education Programmes towards Creative Teaching Strategies; Step to Global Competitiveness

Patience Emesiobi (Ph.D)

Department of Curriculum Studies and Instructional Technology, Faculty of Education, Ignatius Ajuru
University of Education, Rumuolumeni, Port Harcourt, Rivers State, Nigeria
emesiobipatience@yahoo.com

Abstract:

In the world of education, effective training of teachers is a matter of global concern. The pedagogical skill for teaching can only be acquired through a structured training programme known as Teacher Education. Teachers need to be trained personally and professionally, hence application of creativity in teacher education is paramount. This paper sets to investigate the structure and content of teacher education in Nigeria and to see how it can be re-engineered through the application of creative activities to enable individuals acquire the life skills (critical thinking and problem solving) needed to survive in the 21st century. This paper centers on re-engineering teacher education programmes towards creativity as a step to global competitiveness. It further examines the concern for application of creative activities in education for adequate functioning of the output of teacher education programmes in Nigeria. The study examined the extent to which teacher education programmes can be re-engineered towards creative teaching strategies to meet global demand for education. The act of re-engineering teacher education will affect every aspect of teacher education programme to achieve more valuable and reliable quality of success which will affect the output positively and make relevant to the society.

ARTICLE INFO

Article history:

Received 09-May-23

Received in revised form 15-May-23

Accepted 07-Jun-23

Available online 17-Jul-2023

Key word: Teacher Education,
Creativity, Re-engineering.

Introduction

The world's hope for education hinges on present day teachers and their ability to deliver relevant

information that will solve societal problems and improve the economy of the nation. Teacher education is the focal point for every form of education, therefore there is need to continually improve the programmes through curriculum review and reforms to meet the challenges of the dynamic world. To re-engineer is to add more practical activities to the existing teacher education programmes. This implies a paradigm shift from the theoretical teaching to practical application of knowledge in all facets of studies. It has to do with a change of direction. According to English Dictionary, engineering as a discipline deal with art or science of applying scientific knowledge to practical problems.

In this context, it implies changing of the mode of operation or style of training to achieve a more relevant quality of success. Re-engineering teacher education programmes towards creativity means to create an atmosphere that will enable learners to acquire practical skills that will sustain them in life, not only to equip them with teaching skills for classroom employment only, but creative skills that will help them to adjust fully in this dynamic world. The National Policy on Education (2013:14) states that the necessity of acquisition of functional skills and competencies necessary for self-reliance and that teacher education programmes shall be structured to equip teachers for the effective performance of their duties. Information and Technology (IT) training shall be incorporated into all teacher training programme.

Conceptual Clarification

Re-Engineering

Re-engineering is the examination and alteration of a system to reconstitute it in a new form. This process encompasses a combination of sub-processes like reverse engineering. It is a process of reviewing different level of an organizational operation and considering different improvement methods.

Encyclopedia.com (www.encyclopedia.com) defined re-engineering as reorganization/rediscovering the objectives of a programme or business, diagnosing ills and discovering new paths to objectives. Re-engineering a system is to transform not only what is done within the system, but how the system operates. It then means, that the processes and methods of administration should be transformed to bring new positive result.

To re-engineer teacher education towards creativity is to redirect every aspect of teacher education programme towards the application of possible creative, productive and competence-based techniques of teaching to aid job and wealth creation.

Reasons for Re-Engineering Teachers Education towards Creativity

1. The relevance of every educational programme determines the success of such programme. Teacher education should adopt programmes that will promote learner's productivity and competence based in order to solve societal problems.
2. Teacher education programme should be re-engineered to include creativity and use of other educational innovative skills to promote functionality of her products and ensure global competitiveness.
3. Re-engineering of teacher education towards creativity is imperative to restructure her programmes towards job and wealth creation instead of instruction delivery only.

4. Re-engineering teacher education towards creativity is necessary in order to promote critical thinking and outcome-based learning as pedagogical process which focus on the achievement of a certain specified goal.
5. Re-engineering of teacher education towards creativity is important to ensure admission of capable students who can develop.
6. Re-engineering of teacher education towards creativity is necessary to formulate laws and regulations that will guide against examination malpractices in teacher training institutions.
7. Re-engineering of teacher education towards creativity is imperative to enhance classroom creative activities that will help to produce independent and self-reliant qualities in would-be-teachers.
8. Re-engineering of teacher education is important because it deals with the use of ideas and skills for innovation of new things to meet societal needs such as unemployment, poverty, youth restiveness, idleness among youths.

Education and its Objectives

Nwankwoala and Torukurein (2018) instructed that the traditional function of education in any society is to disseminate knowledge and vital information for the survival and sustenance of such society. This makes education a strong, unique and inevitable instrument of change and innovations. Education is meant to mold, re-shape and build the intellect of individual members of the society for better co-existence and development. This implies that education should be given to all individual members of the society. The National Policy on Education (NPE) (2014) enumerated six key objectives of education:

- inculcate permanent literacy, numeracy and the ability to communicate effectively.
- lay sound basis for scientific, critical and reflective thinking.
- promote patriotism, fairness, understanding and national unity.
- instill social moral norms and values in the child;
- develop in the child the ability to adapt to the changing environment; and
- provide opportunities for the child to develop life manipulative skills that will enable the child to function effectively in the society within the limits of the child capability. (FRN, 2014).

It is based on these objectives that the application of creative activity in education is necessary to every trainee teacher to have this advantage for adequate survival even till adult stage in life.

Education in all aspects of life has been recognized globally as a major instrument for societal growth, development and advancement. Lapkini and Atadoga (2010) view teacher as the key factor in providing the atmosphere for the goals prescribed in the National Policy on Education. This shows that the teacher is the engine that generates power which moves teaching and learning to the right direction.

Education is an engine that steers up growth and progress of any society or nation. It is the only available tool for solving the 21st century challenges. In teacher education context, the knowledge of creativity is necessary to make the trainees of this generation relevant in the society. Application of creativity in teacher education programmes will promote the performance of the trainees and add more value to their teaching competences.

Teacher Education

Teacher education is an instrument that equips teachers. Teacher education is the educational programme that grooms would be teachers to become professional teachers. Education is a significant aspect of education. The education of teachers is paramount because they are the trainer of children and youths. It encompasses variety of approaches and programmes.

Mkpa (2015) describes teacher education as the procedures designed to equip teachers at the pre-service and in service levels with the knowledge, skills and competencies needed to perform their professional duties successfully. It is a planned set of activities which are projected to help a trainee teacher to acquire appropriate knowledge, skills, attitudes and competencies needed to function as a creative, effective and competent teacher.

Joshua (2016) recorded that teacher education refers to a means of providing teachers with necessary skills and knowledge needed not only to adequately carry out their teaching jobs, but also to forthrightly foster their professional growth. This shows that there is need to teacher education to produce competent teachers capable of handling the issues of teaching and learning in the world of education.

Teacher education is a mechanism for meeting the technological manpower needs of the nation. Teacher education is one of the major aids for quality manpower development which is necessary for national development. Teacher education equips teachers with necessary knowledge and skills that will aid teaching and learning processes. It is interconnected to the societal needs, hence it is meant to meet the needs of the society and fit in for global competitiveness in educational industry. Taylor (2016) viewed teacher education as any of the formal programmes that have been established for the preparation of teachers at every level of education. This implies that a teacher must be duly trained for effective and efficient performance in the classroom and for global competitiveness.

Achounye (2019) describe teacher education as the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school and classroom.

Teacher education provides adequate education which is necessary for human capital development which contributes positively to the social and economic development of the nation. It was established to train people who desire to become teachers as a profession. The National Policy on Education (FRN, 2013) defines teacher education as the education designed to train teachers. Teacher education programmes are carried out in universities, towns and colleges of education stipulated for training of the would-be-teachers. Teacher education include encouraging the spirit of enquiry and creativity in a teacher, providing teachers with the intellectual knowledge for their assignment and make them adaptable to changing educational situation.

Creativity

Robert (2022), defined creativity as the tendency to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems. Creativity is necessary for the promotion of innovative, inventive and creative thinking abilities which is needed for economic growth and development of the country and to meet the societal needs. Therefore, the integration of creative teaching activity is paramount in every aspect of teacher education programmes because today's education lacks wealth creation activities to back up their certification on graduation from school. Teacher trainers and trainees should teach for creativity to enable pupils and students to acquire

creative and critical thinking abilities. Trainees in teacher education should be exposed to creativity theories and its application in developing creative thinking abilities and other problem-solving mechanisms to solve societal problems and meet human needs.

Creativity is perceived as the capacity to produce ideas and products that are both innovative and useful or appropriate (Runco & Jaeger, 2012). To be creative in nature is to possess the ability to create things and to be resourceful. The society is changing with time. A lot of theoretical work has existed without considerable improvement in the human capital development. For some time now, there had been a high level of unemployment, poverty, youth restiveness, etc and as such school leavers are faced with the challenge of insufficient resources to earn a living. Obviously, the educational systems in Nigeria equips learners with theoretical knowledge which prepares them for only paid employment with less consideration for creative activities which will generate skillful production of resourceful ideas and creative thinking. Ogakwu (2011) emphasizes that Nigerian assessment measure encourages a social education model that focuses on developing middle class working individuals that possesses skills for only blue collard positions (that is white collar jobs) rather than a creative entrepreneurial workforce which is highly needed in 21st century generation.

Abdulazeez (2014) added that as long as the educational system continues to produce graduates whose only objective is to gain white collar job which the 21st century cannot easily afford, it will turn down to high level of poverty, unemployment, and other youthful vices which has been a threat to the nation. To re-engineer teacher education programme towards creative activities will contribute effectively in the growth and development of the nation's economy and will create a scenario where students will attain to a height of education fashioned with practical skills and knowledge which will promote reliable means of livelihood so that school leavers/graduates will be sustained without waiting for government employment.

Ogakwu (2011) noted that all levels of education in the context of the current, social and economic reforms should provide learners with functional knowledge and skills for productivity necessary for social development. Ogakwu (2011) further suggested that the 21st century education should change the students from taking a job mentality to making a job mentality. It then means that in theoretical teaching and learning, students use their mentality to do work, while creative teaching and learning makes students to create work for themselves.

In order to maintain creativity in teacher education programmes, the theoretical aspect of the programmes should be adjusted so that individuals will be equipped to face the current challenges in the society.

Creative Skills

Creative skills are manipulative skills that should be acquired by students to enable them become job and wealth creators rather than job seekers. According to Ogan Amie and Amie Ogan (2019), subjects such as Computer Science, Basic Science, Educational Technology, Agricultural Science, Introductory Technology, Physics, Chemistry, Biology, Food and Nutrition, Clothing and Textile, Home Management and Technical Drawing are viable subjects that could enhance creative skills needed for social and economic empowerment. Specialist in these areas should concentrate more on the practical aspects of the subject in order to imbue in the students creative- skills and competencies needed for self-reliance for economic growth of the country.

Integrating creative and critical thinking programmes are important goals for 21st century learning (Bloom & Doss, 2019). Creativity has the ability to arouse positive change in educational practices and change the classroom into an active and exciting learning environment (Erin Justyna, 2016). It is necessary to nurture the creative potential of students in the classroom in order to develop in them creative skills and abilities to sustain them in life.

Relevance of Creativity in Classroom

The relevance of creativity on teachers' education cannot be over emphasized. Owing to the fact that teacher education is the educational programme that grooms would be teachers to become professional teachers, therefore, the teaching and learning in teacher education should be geared towards producing creative teachers that would be capable of facing societal and academic challenges.

Creativity allows learner to view and solve problems more openly and with innovative attitudes. It stimulates creative thinking and knowledge of imaginative ideas.

1. **It makes learning fun:** Teaching creative activities gives learners the opportunity to gain knowledge and skills, demonstrate ideas on paper and makes them to learn at easy and with fun.
2. It creates room for imaginative ideas hereby promoting creative thinking and making learners to believe in their own ideas.
3. **It makes way for Self-Expression:** Creativity in classroom environment gives the learners opportunity to express themselves in form of storytelling debate, participating in other classroom activities and discussions such as quiz and public speaking. This creates room for adequate participation in the classroom and gives learners a sense of belonging and gratification wherever they find themselves.
4. It gives learner excitement and a feeling of accomplishment to learners.
5. **It is Necessary for Promotion of Innovative Mindset:** Through creative activities, students are exposed to critical and innovative thinking with the mindset to produce new ideas to solve societal problems.
6. Creative thinking skills can be developed by creating a platform to apply creative ideas in producing new things to meet societal needs.
7. It helps to tap students' untapped potential in creativity and problem solving and to increase students' learning ability.

To impede the creative ideas in students, they must be involved in some acts of creativity in the classroom, such as production of items in course of their studies. For instance, those in pure education should be exposed to production of instructional materials, those in English should be exposed to writing of poems and novels, Agric Science should be able to produce some produce and even own a farm. Those in Home Economics should be exposed to production of assorted soft drinks snacks and cooking of different foods. All these are creative activities that will enable the products of teacher education to be reliant and more valuable in the society. It is needful to impact creative activities in the student for some reasons.

Implication of Creative Teaching Strategies

Creative education is the education that deals with the use of ideas and skills for innovation of new things to meet societal needs such as unemployment, poverty, youth restiveness, idleness among

youths. Creative activities help learners to be innovative and productive and also transform learner's educational background to real life experience and improve learners' emotional development.

1. It gives intrinsic motivation to learners: Creativity is an essential human skill needed in this technology driven world.
2. It promotes problem solving and critical thinking for self-actualization.
3. To promote critical thinking and problem-solving skills in learners to meet global competitiveness.

Effective teachers interact with their students, thereby creating an environment that respects, encourages, and stimulates learning. These effective teacher expectations can only be materialized through effective classroom management (Ayebo & Assuah, 2017). Consequently, the situation in the classroom has become more complex (Ahmad & Ghavifekr, 2014). Past studies acknowledged that teacher influence was very significant in determining the outcomes of change (Erwin & Garman, 2010; Hall & Hord, 2011). The critical role of teachers in the classroom is also due to their close relationships with their students (Tai, Omar, Mohamad Sahari & Khuan, 2015). However, teacher readiness is often found problematic and commitment is frequently low when faced with change (Toprak & Summak, 2014). Thus, education reforms are not possible without the prior endorsement of teaching staff.

Relationship between Teachers Education and Creativity

In 2002, Taiwan's Ministry of Education published The White Paper on Creativity Education with a 'nation of creativity' as a vision. With this, it defined the role of creativity in educational reform as making an all-out effort to promote creativity education as the focus of educational reform in the future. Therefore, to enable students to be creative, teaching must be innovative and creative so as to improve the learner's innovative capability.

Creativity is fundamental to human thought, its application, development and survival. Application of creativity will determine the development and survival of teacher education programmes and it will simplify the learning activities. Teacher education demands special consideration in any deliberation on education because no organized education can rise above the quality of its teacher, in order to ensure students' competency in the 21st century, the creativity nurturing behavior of the teacher in the classroom plays a critical role (Kampylis, 2010; Chan & Yuen, 2014). Effective teaching requires flexibility, creativity and responsibility in order to provide an instructional environment that will enable response to the learner's individual needs and the attainment of good academic achievement and educational outcomes (Fayombo, 2015). In the same vein, he added that most students learn best when the style of presentation is aligned with their preferred leaning style and it is important for teacher to understand the students' learning styles, by so doing, teachers will achieve their aims and objectives of teaching a particular concept and ways of making academic information more comprehensible to different groups of learners and create increased awareness of individual learning styles. This can help teachers to improve in their teaching styles (Brady, 2013 cited by Fayombo, 2015).

Suggestion for Integration of Creativity Based Education n Teacher Education Programmes

1. Teacher education in 21st century should be based on creative teaching which is learner centered learning facilitation due to its practical nature.

2. It should be based on skill acquisition which is necessary to produce more productive and functional workforce to meet the needs of the society (productive learning).
3. Teacher education should emphasize on the development of social skills such as problem-solving skills and critical thinking and global competence abilities in would-be-teachers.
4. Teacher education in 21st century should emphasize more on competence-based education rather than theoretical learning.

Summary

Creativity is an essential part of teacher education. Its theories are important in promoting instructional activities in the world of education. It is fundamental in ranking teacher's understanding of concepts. The study carried out by Kaplan (2019) concluded that creativity theories should be included in teaching of teachers in order to develop their knowledge and skills needed to shape student development, particularly creativity development. He added that creativity is important in cultivating creativity in educational design.

Recommendations

1. Application of creativity in teacher education will make the output of the program to be productive and impart valuable contributions to the society.
2. Teacher education will experience a paradigm shift from theoretical teaching to practical application of knowledge and skills in all facets of their programmes.
3. Trainees will be equipped with relevant skills such as innovative, problem solving and inventive skills to enable them to be productive and inventive entrepreneurs.

References

1. Abdulazeez A. (2014). What is the Purpose of Education in Nigeria? *Retrieved from* saharareporters.com/.../what-purpose-...
2. Achounye, A. K. (2019). *The virtuousness of a teacher*. An Inaugural Lecture Series.
3. Ahmad, R., & Ghavifekr, S. (2014). School Leadership for the 21st Century: A Conceptual Overview. *Malaysian Online Journal of Educational Management*, 2(1), 48–61.
4. Amie – Ogan, T. N., & Osuji (2019). Commercializing public secondary education in a dwindling economy: a paradoxical venture. *International Journal of Academia*, 5(1), 71 – 80.
5. Ayebo, A., & Assuah, C. (2017). Exploring Teachers' Knowledge of Classroom Management and Control. *Malaysian Journal of Learning and Instruction*, 14(1), 169–185. doi:10.32890/mjli2017.14.1.7.
6. Bloom, L. A., & Doss, K. (2019). Using Technology to Foster Creative and Critical Thinking in the Classroom. In *Handbook of Research on Promoting Higher-Order Skills and Global Competencies in Life and Work* (pp.70–84). IGI Global. doi:10.4018/978-1-5225-6331-0.ch005.
7. Erin Justyna, M. A. (2016). *Creativity in Higher Education Curriculum: A Qualitative Case Study of Pedagogical Processes and Practices* (Doctoral Thesis). Texas Tech University.

8. Fatombo, G. (2015). Learning Styles, Teaching Strategies and Academic Achievement among some Psychology Undergraduates in Barbados. *Caribbean Educational Research Journal*. Nol.3. No.2. pp 46-61. Brady, 2013 cited by Fayombo, 2015).
9. Federal Republic of Nigeria (2013). *National policy on education*. Revised edition. NERDC Press.
10. Federal Republic of Nigeria (FRN) (2014). National Policy on Education. Lagos Nigeria: *Nigerian Educational Research & Development Council (NERDC)*. 6th Edition, 20-21.
11. Je Lee, Y. (2011). A Study on the Effect of Teaching Innovation on Learning Effectiveness with Learning Satisfaction as a Mediator. *World Transactions on Engineering and Technology Education*. Vol.9. No. 2. Pp 92-101.
12. Joshua M. T. (2016). Teacher Education in Nigeria: Challenges and Reforms, *Being a Paper Presented at NCCE Conference*. Available on www.authryngr.com/...teacher.
13. Kampylis, P. G. (2010). *Fostering Creative Thinking: The Role of Primary Teachers*. University of Jyväskylä.
14. Kaplan, D. E. (2019). Creativity in Education: Teaching for Creativity Development. *Psychology*, 10, 140-147. <https://doi.org/10.4236/psych.2019.102012>.
15. Lapkini, M. A. and Atadoga M. M. (2010). A Survey of Teachers Competence in Science Lesson Delivery in Selected Primary Schools in Zaria, Kaduna State. Nigeria. In N. Onyegebu and U. Eze (eds). *Teacher Education in Nigeria: Quality, relevance and Sustainability*. Enugu: Time Enterprise.
16. Mkpa M. A. (2015). Teacher Education in the 21st Century: Challenges and the Way Forward. *Being a Lecture Delivered at the TRCN Induction Ceremony at AIFCE, Owerri*.
17. Nwankwoala, H. N. & David-West M. T (2018). The menace and gains of commercializing education on a dwindling economy of Nigeria: Implications on schools' administration. *International Journal of Academia* 5(1).
18. Ogakwu V. N. (2011). Refocusing Education in Nigeria in the 21st Century. In P. Egbule, J. E. Tabotndip & D. A. Aboho (Eds). *Refocusing Education in Nigeria in 21st Century*, (pp. 17-27).
19. Robert E. Franken (1993). Human Motivation (3rd ed.). *Belmont, CA: Brooks/Cole Publishing*. Retrieved at: <http://www.csun.edu/~vcpsy00h/creativity/define.htm#:~:text=From%20Human%20Motivation%2C%203rd%20ed,and%20entertaining%20ourselves%20and%20others>.
20. Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. *Creativity Research Journal*, 24(1),92–96. doi:10.1080/10400419.2012.650092.
21. Tai, M. K., Omar, A. K., Mohamad Sahari, N., & Khuan, W. B. (2015). Teacher Change Beliefs: Validating a Scale with Structural Equation Modelling. *School Leadership & Management*, 35(3), 266–299. doi:10.1080/13632434.2014.962503.
22. Tai, M. K., Omar, A. K., Mohamad Sahari, N., & Khuan, W. B. (2015). Teacher Change Beliefs: Validating a Scale with Structural Equation Modelling. *School Leadership & Management*, 35(3), 266–299. doi:10.1080/13632434.2014.962503.

23. Taylor, R.W. (2016). The role of teacher education programs in creating culturally competent teachers: A moral imperative for ensuring the academic success of diverse student populations. *Journal of Multicultural Education* 17(3):24-28.
24. Toprak, M., & Summak, M. S. (2014). Involvement in Change and Commitment to Change: A Study at Public Schools. *International Journal of Social Sciences & Education*, 4(4), 953–968.